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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: (1) the effect of a series of lessons based on real life experiences for improving reading achievement: (2) reading achievement and the transition from letter to word recognition: (3) the relationships between oral language competency and reading achievement: (4) the role of the elementary school principal in influencing reading achievement: (5) graphic advance organizers and reading performance: (6) the relationship between home environment and reading achievement among Filipino-American pupils: (7) using newspapers to affect the attitudes of seventh grade students toward reading: (8) the effect of the brain, divergent thinking, and phonics on reading proficiency: and (9) the effects of a visual perceptual training program on reading achievement. (HTH)

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Reading Achievement:

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Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1980 (Vol. 41 Nos. 1 through 6)

Compiled by the staff of the

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ACADEMIC STATUS AND READING ACHIEVEMENT: MODIFYING THE EFFECTS OF THE SELF-FULFILLING PROPHECY

Order No. 8024615

AHMADJIAN, JANIS LEE, PH.D. *Stanford University*, 1980. 240pp.

This study's main purpose was to compare the effect of differences in classroom learning environment on poor readers' "active learning behavior." Expectation States Theory provides the conceptual base to explain the differences. Poor readers hold positions of low academic status based on reading; this causes expectations by self and others for academic incompetence. These status orders are created and maintained by ongoing instruction and past academic successes and failures.

Multiple Ability Classrooms (MA Classrooms) have multidimensional status rankings; low readers have mixed expectations for competence on non-reading tasks; reading status is modified by other expectations on non-reading tasks; low readers are more active; more learning results.

Single Ability Classrooms (SA Classrooms) have unidimensional status rankings; low readers have consistent low expectations for competence on non-reading tasks; reading status governs expectations on non-reading tasks; low readers are less active; less learning results.

MA Classrooms operate under three principles: (1) increase opportunities for academic participation through use of small groups; (2) increase opportunities for academic success through use of multiple ability activities which require a wide variety of skills for successful completion; and (3) avoid invidious comparisons through use of systematic individualized feedback.

This study was part of a larger project aimed at producing equal status behavior in racially integrated upper elementary school classrooms. It tested the hypothesis that given the same measured competence in reading (low), students with a mixed set of performance expectations on different abilities would be more active in the learning process and would become more competent in reading than students with a consistently low set of expectations for competence in all-school related skills.

The sample consisted of 36 targeted students, mixed on race and sex, six students from each of six classrooms. Three classrooms resembled the Multiple Ability Model and three classrooms the Single Ability Model. Controls were: school; grade (4-6); reading level (classified by district as below average); reading instruction (remedial instruction from specialist).

Data collection covered three weeks. The main instrument, a Task Engagement Observation System, observed each child separately during ongoing classroom instruction in language arts, math, social studies/science. It recorded type of activity and grouping size along with "active learning behavior" (number of academic initiations with peers, number of academic initiations between teacher and student, and rate of "off-task engagement"). Academic achievement measures were: interview/questionnaires from teachers, reading specialist, and students; standardized achievement test scores.

Results showed very different social psychological experiences for both sets of students. In MA Classrooms students were more likely to be observed working collectively in small groups using multiple ability activities and talking with their teacher and peers about academic tasks. In SA Classrooms students were less likely to be talking with peers and teachers and more often observed working alone at pencil/paper seatwork or in large group academic/drill.

Analysis revealed three important findings: (1) importance of task structure, small groups produced high rates of initiation and involvement in both classroom sets; (2) multiple ability activity affected "active learning behavior" in MA Classrooms only; (3) individual seatwork produced high rates of "off-task engagement" for both classrooms sets.

Results did not reveal achievement differences between classroom sets. However, past research has shown correlation between "active learning behavior" and achievement gains.

Two implications were identified: use of small groups and multiple ability activities along with special treatments to avoid self-fulfilling prophecies can promote more "active learning behavior" from low achieving students; in addition, it was recommended that teachers ought to develop more effective means of evaluation and individual feedback for students. Both are necessary to promote mixed expectations for competence for poor students.

THE EFFECT OF A SERIES OF LESSONS BASED UPON REAL-LIFE EXPERIENCES FOR IMPROVING THE READING ACHIEVEMENT AND SELF-CONCEPT OF SEVENTH AND EIGHTH GRADERS

Order No. 8024074

ARVANITES, MARICA, ED.D. *Boston University School of Education*, 1980. 262pp. Major Professor: Thomas E. Culliton, Jr.

The primary purpose of the study was to evaluate the effect of a series of lessons based upon real-life experiences in order to improve the reading achievement and self-concept of seventh and eighth graders. The study was conducted with one hundred twenty-six seventh and eighth grade reading students of an urban junior high school in Massachusetts. The students were divided into control and experimental groups, the control having lessons on traditional materials and the experimental having lessons on real-life experiences.

The total sample was administered the following tests at the beginning and at the end of the ten week period of study: (1) *Stanford Diagnostic Reading Test* Brown Level, Forms A and B; (2) *The Piers-Harris Self-Concept Scale*; (3) An informal diagnostic reading test.

The data derived from the tests were statistically analyzed by the analysis of covariance.

The significant findings of the study are as follows: (1) There was a significant treatment effect on auditory vocabulary and on comprehension at the .01 level. The significant effect on auditory vocabulary is seen in an adjusted post test mean of 25.94 for the control groups and 22.89 for the experimental groups. The significant treatment effect on comprehension is seen in an adjusted post test mean of 33.02 for the control groups and of 27.51 for the experimental groups. There was a significant treatment effect on structural analysis at the .003 level. This is seen in an adjusted post test mean of 61.66 for the control groups and of 57.01 for the experimental groups. The control groups scored higher than the experimental groups. (2) There was a significant sex of subject effect on phonetic analysis at the .004 level. This is seen on the adjusted post test mean of 20.18 for males and of 23.76 for females. Females did better than males. (3) There was a significant grade level effect on comprehension at the .03 level. This is seen in an adjusted post test mean of 32.80 for the seventh and 28.41 for the eighth graders. There was a significant grade level effect on self-concept at the .05 level. This is seen in an adjusted post test mean of 55.93 for the seventh grade and of 53.14 for the eighth grade. The seventh graders scored higher in these areas. (4) There was a significant relationship between the combined effect of treatment and sex on auditory vocabulary at the .03 level. The experimental and control males did equally well (M = 24.02, M = 24.97), control females did better (M = 26.46) and experimental females did worse (M = 20.82). (5) There was a significant combined interaction effect of treatment, grade and sex on structural analysis at the .003 level. Groups doing best from pre to post test were seventh grade experimental females (M = 64.67), seventh grade control males (M = 63.67), eighth grade control females (M = 63.26), eighth grade control males (M = 62.65), eighth grade experimental females (M = 57.82), eighth grade experimental males (M = 57.24), seventh grade control females (M = 57.00), and seventh grade experimental males (M = 53.09).

The test results indicated that lessons based on real-life activities did not significantly affect reading achievement or self-concept.

THE RELATIONSHIP OF TACTILE-PERCEPTION ABILITY TO INTELLIGENCE AND READING ACHIEVEMENT IN YOUNGER CHILDREN

Order No. 8026453

BEREIKA, SUSAN VETTER, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 93pp.

The purpose of this study was to examine the relationship of tactile-perception ability to intelligence and reaching achievement in first and third grade children and to assess the usefulness of a tactile-perception measure to predict later reading achievement. Ninety-seven first graders and ninety third graders were assessed for level of tactile-perception functioning at the beginning of a school year. The assessment instrument used was the Benton Test of Finger Localization. Upper and lower tactile ability groups containing 18 subjects at each ability level were formed at each grade level on the basis of scores earned on the Benton Test of Finger Localization.

Standardized reading achievement scores were obtained for the high and low tactile-perception ability groups in the fall and at the end of the school year. WISC IQ scores were also obtained through individual testing of the identified high and low tactile-perception ability subjects.

Analysis of variance yielded results showing high tactile-perception first graders score significantly higher than low tactile-perception first graders on measures of reading achievement, WISC verbal IQ and WISC Full Scale IQ tests. The high and low tactile-perception first grade subjects did not differ significantly on WISC Performance IQ scores. No differences were found between third grade high and low tactile-perception subjects on measures of reading achievement or WISC IQ scores.

Multiple regression analysis yielded results indicating that 46% of the variance in reading achievement after one year of school can be predicted by a measure of tactile-perception ability measured in the fall for first graders. Results for third graders indicated that tactile-perception ability does not account for a significant amount of the variance in later reading achievement. It was concluded from the results of this study that tactile perception ability, assessed at beginning first grade, yields additional valuable information about concurrent and future performance levels of reading and general intellectual functioning.

THE VERBAL CONCEPT FORMATION AND BASIC CONCEPT FORMATION OF GROUPS OF ACHIEVING FEMALE NINTH GRADE READERS

Order No. 8014520

BERGMANN, BARBARA HELEN, ED.D. *Temple University*, 1980. 169pp.

The major purpose of this study was to expand the knowledge of the relationship of concept formation achievement and reading achievement by investigating the verbal concept formation behavior and basic concept formation behavior of groups of achieving female ninth grade readers.

Fifty-eight ninth grade students were selected for study by stratified sampling from the 566 ninth grade students in an all female academic high school in Philadelphia, Pennsylvania (The Philadelphia High School for Girls). The stratification criteria were reading ability, intelligence, years in school and age.

Subjects ultimately chosen for inclusion in this study were classified as high-average or superior readers depending upon their achievement on the Vocabulary and Reading Comprehension, Parts A and B, subtests of the Iowa Silent Reading Tests. The high-average readers fell within the 50th through 70th percentile range on the reading subtests and the superior readers fell within the 90th through 99th+ percentile range. The Otis-Lennon Mental Ability Test, Intermediate Level was administered to all the subjects as a measure of general intelligence. The deviation IQ's of the high-average readers ranged from 100 to 120 with a mean of 108. The deviation IQ's of the superior readers ranged from 107 and 131 with a mean of 118. There was a statistically significant difference between the two groups in mean IQ scores. An informal test of color identification and a battery of concept formation tests were individually administered to all the subjects. The verbal concept formation tests employed were 10 selected items from the Vocabulary subtest and the entire Similarities subtest of the Wechsler Intelligence Scale for Children-Revised. The basic concept formation tests used were the Wisconsin Card Sorting Test and the Kasanin-Hanfmann Concept Formation Test.

In order to provide more information on the various intelligence levels included, the initial groups of high-average and superior readers were subdivided. Therefore, the data were analyzed on the basis of four groups, as follows: high-average readers (100-106 IQ range), high-average readers (107-120 IQ range), superior readers (107-120 IQ range) and superior readers (121-131 IQ range). One by four analysis of variance procedures were used to compare group means for the interval data. Independent samples chi-square tests were used for the nominal data. The *Statistical Package for the Social Sciences* was the source for the programs used in the analysis of the data. The level of significance was established at .05 for all types of analysis.

The results indicated that the groups of high-average readers and superior readers appeared to be alike in some aspects of verbal concept formation achievement because all groups tended to respond on an abstract level when required to define familiar words or explain the basis on which concepts were similar. However, the superior readers appeared to differ from the high-average readers in another aspect of their verbal concept formation achievement. They displayed knowledge of a wider range of concepts, especially abstract concepts on the Similarities test. The results of the basic concept formation tests indicated that all subjects appeared to possess a categorical attitude, the ability to recognize the arbitrariness of a category, and the ability to be able to consider a whole system. Both within-group and between-group data appeared to indicate that preconceived assumptions concerning groups of achieving readers such as these must be avoided.

THE RELATIONSHIP OF SPECIFIC GRAMMATICAL AND PROPOSITIONAL ASPECTS OF LANGUAGE DEVELOPMENT AT 30 MONTHS TO READING ABILITY AT AGE 8: A FOLLOW-UP STUDY

Order No. 8015063

BIRSH, JUDITH R., ED.D. *Columbia University Teachers College*, 1980. 122pp. Sponsor: Professor Robert L. Allen

This follow-up study investigated the relationship between language acquisition and learning to read by examining specific aspects of early language development in relation to later reading ability in the same children. The children's intelligence, and their mothers' educational level and verbal ability were also considered. It was anticipated that children who had difficulty in acquiring spoken language would have difficulty in learning to decode and comprehend written language.

The principal research problems were: (1) relationship of specific syntactic and propositional aspects of language and Mean Length of Utterance at 30 months of age to reading at age 8; (2) relationship of intelligence to reading; (3) relationship of mothers' educational level and verbal ability to children's reading.

The 31 subjects, white boys with mean age 8, attending different elementary schools in the New York area, were the only subjects available from a group of 60 boys, the original participants in a longitudinal study in 1972 at Albert Einstein College of Medicine focusing on emergence of differences in intelligence at 24 and 30 months of age. Subjects were 16 boys with college-educated mothers and 15 with high school-educated mothers. Subjects were given The Woodcock Reading Mastery Tests and The Gray Oral Reading Test. Parents filled out a questionnaire on home, school and health factors. Data available from the original longitudinal study were: Stanford-Binet scores at 30 months; mothers' WAIS Vocabulary raw scores; and Mothers' Educational Level. A psycholinguistic analysis of the boys' spontaneous language at 30 months was performed based on propositional content and syntactic function and form construction using sector analysis, a tagmemic grammar, as the theoretical foundation. The analysis provided the following data: Syntactic Complexity Scores; Percentage of Predicative Utterances; and Mean Length of Utterance. Correlational matrices were used for statistical analysis.

Results were the following: (1) Subjects with Syntactic Complexity Scores and Percentage of Predicative Utterances at 30 months more than one standard deviation below the mean for the group were the poorer readers. (2) The Syntactic Complexity Scores and Percentages of Predicative Utterances at 30 months showed significant positive correlations with the reading "comprehension" factor and oral reading but not with the "decoding" factor. (3) Mean Length of Utterance at 30 months showed nonsignificant correlations with reading. (4) Intelligence at 30 months was positively correlated with the reading "comprehension" factor and oral reading. (5) Mothers' Educational Level and WAIS Vocabulary raw scores correlated strongly with all reading subtests. Subjects with high school-educated mothers performed less well as a group on the 30-month language and intelligence measures, and on the follow-up reading tests. (6) Subjects with college-educated mothers used a range of different linguistic cues and higher level reading strategies than subjects of high school-educated mothers who used decoding skills almost exclusively.

In sum, low levels of syntactic complexity and less mature communicative use of language at 30 months were antecedents of low levels of functioning in reading five years later. At 30 months, subjects with college-educated mothers used more complex syntactical functions and forms and expressed a greater frequency of the more mature predicative propositional constructs. At age 8, they had made better progress in all levels of reading skills. Across the two groups, deficiencies in early language acquisition were developmental precursors to reading difficulties. Differences seen in the two educational groups may have been, in part, a reflection of the varied linguistic and experiential backgrounds of the children.

Further longitudinal research needs to be done to observe and record the language acquisition process and the early steps of learning to read in the same children.

READING ACHIEVEMENT AND THE TRANSITION FROM LETTER TO WORD RECOGNITION

Order No. 8021228

BRASS, JONATHAN, PH.D. *Yeshiva University*, 1980. 111pp.

The purpose of this study was to investigate certain aspects of the early reading task. Specifically, the study focussed on a child's identification of single letters contextually embedded in both orthographic nonsense trigrams and real words. By examining children's responses to the changing task requirements it was possible to determine where and why errors were being made as the transition from single letters to word recognition was taking place. In addition, it was possible to make assumptions concerning which types of perceptual cues and strategies were being used by children. By examining the styles and strategies used it would further understanding of why some youngsters are able to make a smooth transition through this sequence of skills while, simultaneously thwarting others in their attempts at acquiring the reading process.

Ninety-one first grade children attending a public elementary school in the Bronx served as subjects. The children were of normal intelligence and all participants in a variety of reading programs. A WRAT (Wide Range Achievement Test) was administered after the experiment and used in conjunction with the school's use of the MAT (Metropolitan Achievement Test) to classify the children into 'good' and 'poor' reader groups comprised of 38 subjects.

Children were administered tasks composed of single letters, nonsense trigrams in orthographic format, and real words. Specific 'target' letters were then presented and the child asked to discern whether or not the letter was present or absent.

It was hypothesized that changes in the task demands of early reading required changes in the units of attention. It was also surmised that good readers would make the shift to words more easily than would poor readers, and; therefore, would have relatively greater difficulty than poor readers in recognizing the presence of given individual letters in words.

Results indicated that both good and poor readers had a 'word set' which interfered with analyzing words into their component parts. Further analysis demonstrated that poor readers were more affected by this word set than were the good readers.

Set appeared to be a most important factor for the majority of subjects. The task demands evoked differing response patterns from the children. For some, a smooth transition from task to task was evident. For others a

dramatic increase in reaction times occurred across tasks. The ability to utilize specific sets served to facilitate the performance of certain youngsters. These may be the same youngsters who are currently classified as the 'good' readers.

In learning to read there are a series of stages with varying sets or combinations of sets that are acquired at different times for different children. As demands change the requirements for success change, and therefore, the child must alter his use of acquired sets. A child's adaptive skills will either allow for incorporation of sets necessary to meet the changing task demands inherent in learning to read or hinder the speed of acquisition.

The issue becomes how best to integrate both semantic and perceptual sets in order to best meet with success as task demands alter.

THE RELATIONSHIPS BETWEEN ORAL LANGUAGE COMPETENCY AND READING ACHIEVEMENT OF SECOND AND THIRD GRADE STUDENTS Order No. 8028319

BUSWELL, JANICE HEALEY, ED.D. *University of Northern Colorado*, 1980. 124pp.

Purpose of the Study. The purposes were to examine the relationship between eleven oral language competency variables and reading achievement of second and third grade students. Differences between second and third grade oral language competency-reading achievement relationships were compared. Differences between oral language competencies of boys and girls in second and third grade were investigated.

The following null hypotheses were tested: (1) There is no significant correlation between the oral language competency variables and reading achievement for second grade students. (2) There is no significant correlation between the oral language competency variables and reading achievement for third grade students. (3) There is no significant difference between the slope of the second and third grade regression lines of the oral language competency variables and reading achievement. (4) There is no significant difference between the adjusted means of second grade boys and girls on the oral language competency variables when reading achievement is used as the concomitant variable. (5) There is no significant difference between the adjusted means of third grade boys and girls on the oral language competency variables when reading achievement is used as the concomitant variable.

Procedures. Thirty-four second and thirty-six third grade students were selected as the sample. Children were selected using a systematic random sampling technique from the second and third grade population of Harrison School District in Colorado Springs, Colorado.

The Metropolitan Achievement Test was administered to obtain a total reading score. Classroom teachers administered these tests in April, 1980.

Individual tape-recorded structured interviews were conducted in March, April, and May, 1980. Each transcribed interview was analyzed for the eleven oral language variables.

Correlation coefficients were computed between the eleven oral language variables and reading achievement. Regression line slopes were t-tested for significant differences between second and third grade. Analysis of covariance was calculated to determine whether the oral language variable means were different for boys and girls at each grade level.

Findings. (1) No significant correlations were found between the oral language variables and reading achievement for second grade. (2) No significant correlations were found between a majority of the oral language variables and reading achievement for third grade. (3) A majority of the regression slopes of the oral language variables and reading achievement were not significantly different between second and third grade. (4) No significant differences were found between second grade boys' and girls' adjusted means of the oral language variables when the effects of reading achievement were held constant. (5) No significant differences were found between third grade boys' and girls' adjusted means for a majority of the oral language variables when the effects of reading achievement were held constant. (6) No significant differences were found between second and third grade girls' means of the oral language variables. (7) A majority of the means of the oral language variables were significantly different between second and third grade boys.

Conclusions. (1) Oral language competency was apparently not related to reading achievement for heterogeneous English-speaking second and third grade students. (2) The reading achievement-oral language competency relationship was not different between second and third grade. (3) When the effects of reading achievement were held constant, the oral language competency of second grade boys and girls was not different. (4) When the effects of reading achievement were held constant, the oral language competency of third grade boys and girls was not different. (5) Oral language competency between second and third grade girls was not different. (6) Oral language competency between second and third grade boys was different.

THE ROLE OF THE ELEMENTARY PRINCIPAL IN INFLUENCING READING ACHIEVEMENT Order No. 8021563

DEGUIRE, MICHAEL ROBERT, PH.D. *University of Colorado at Boulder*, 1980. 344pp. Director: Associate Professor W. Michael Martin

The purpose of the study was to examine the role of the elementary principal in the school's reading program, and to assess if and how the principal influenced reading achievement.

Teachers and principals from ten schools responded to a questionnaire on their perceptions of the principal's actual role and ideal role in the school's reading program. Five of the schools were classified as increasing schools on the basis of growth in sixth grade standardized test score results in Reading Comprehension over a period of three to four years, and five schools were classified as decreasing schools on the basis of decline on the same measure during a comparable period of time.

The questionnaire items were grouped into seven categories: *Administration: Goal and Program Development, Administration: Program Coordination and Delivery, Supervision and Evaluation, Staff Development, Community Relations, Principal Knowledge*, and *Principal Attitude*.

Five major hypotheses and two research questions were tested, utilizing data from 195 teachers' and 10 principals' responses to the questionnaire, principals' responses to interview questions, and 136 teacher responses to three open-ended questions. F-ratios were determined for total number of questionnaire items and the seven categories of items for respondent groups (teacher, principals) and compared by achievement groups (increasing, decreasing). Responses to each ideal role statement were ranked by percentage of teachers' and principals' responses, and individual school practices which contributed to growth in reading achievement were documented.

Major Findings. (1) According to increasing and decreasing school teachers' perceptions of the principal's actual role performance and the difference between ideal role expectations and actual role performance in the school's reading program, the principal who exercises leadership in the school's reading program does make a significant difference in influencing reading achievement. (2) Growth or decline in a school's reading achievement did not affect teachers' and principals' perceptions of the principal's ideal role in the school's reading program. All teachers and principals agreed that ideally the principal should express a positive interest in and understanding of the school's reading program, provide fiscal support based on the needs of the entire staff, and conduct periodic school wide evaluation of student progress. The principals' time does not have to be expended on extensive supervisory activities, parent volunteer programs, or utilization of outside resources for staff development. (3) Decreasing school principals were distinguished from increasing school principals by less involvement in the school's reading program and more frustration with limitations of time, personnel, budget, and district requirements. (4) Increasing schools were noted for frequent, intensive diagnosis and communication of student strengths and weaknesses in reading, cooperative working arrangements, and positive attitudes about the principal's active involvement in the school's reading program.

Conclusions. (1) The principal who accepts the reading program as his/her major responsibility will more likely communicate the importance of reading to the staff, and thereby enhance the prospects of growth in reading achievement. (2) Teacher perceptions of the principal's attitude and knowledge about reading are more important than actual time spent by the principal observing reading instruction. (3) While provision of adequate reading materials remains an important responsibility of the principal, he/she should ensure that clear and consistent procedures for using existing resources are established. (4) The principal's involvement in improving teaching skills in the school's reading program will be productive through efforts to create an atmosphere in which the staff will share strategies for teaching reading. (5) The principal's involvement in working with the community related to the school's reading program should be to provide necessary test score information, foster frequent parent-teacher communication, and inform teachers of parent concerns in reading.

A CORRELATIONAL STUDY ON THE ORAL LANGUAGE DEVELOPMENT AND THE READING ACHIEVEMENT OF BEGINNING SECOND GRADE STUDENTS Order No. 8024778

DOBSON, SCOTTIE HERMAN, PH.D. *United States International University*, 1980. 112pp. Chairperson: Walter E. Beckman

The Problem. The purpose of the study was to investigate the relationship between the oral language development of second grade students and their reading achievement.

Method. The study tested the following hypotheses: Hypothesis 1: There is a relationship between oral language proficiency as measured by the OLE assessment and the Total Reading subscale of the CTBS-S, Level C, for beginning second grade students. Hypothesis 2: There is a difference in the vocabulary, comprehension of a sentence, and comprehension of a passage, scores on the CTBS-S, Level C, for students whose oral language proficiency is at Level V or below, and students who are at Level VI of the OLE.

Eighty-two beginning second grade students were randomly selected from four elementary schools of varying socioeconomic levels in a unified school district located in southern Los Angeles County. Data were obtained by administering the CTBS-S, Level C, (reading sections only) to determine the reading achievement level, and the OLE to determine the oral language development level for each student.

The raw scores from the CTBS-S, Level C, and grade equivalents and Levels of Language Development from the OLE were tabulated and analyzed using the Pearson product-moment correlation and multivariate analysis of variance.

Results. The two hypotheses were accepted as a result of the analysis of the outcomes of the tests.

The OLE test scores rated in terms of Levels of Language Development by the three language specialists were correlated to determine the inter-rater reliability. The correlation between the ratings of the three language specialists was .84. The OLE evaluations of the researcher were consistent with the ratings of the other specialists.

The study provided the following findings: (1) In the analysis for Hypothesis 1, it was found that the relationship between reading achievement and oral language proficiency exceeded chance expectations. Data supported the assumption that there is a correlation between the oral language proficiency of beginning second grade students as measured by the OLE assessment and the Total Reading subscale of the CTBS-S, Level C. (2) In the analysis for Hypothesis 2, a simple randomized unweighted means multivariate analysis of variance was conducted. The findings of the study indicated that Hypothesis 2 can be accepted because data did support the assumption that there is a difference in vocabulary, comprehension of a sentence, and comprehension of a passage, scores on the CTBS-S, Level C, for beginning second grade students whose oral language proficiency is at Level V or below, and students who are at Level VI of the OLE. (3) The correlation of the three language specialists' OLE evaluations was .84.

From the findings of the study, the following conclusions could be drawn: (1) There is a positive correlation between the oral language development of children and their reading achievement. (2) Students who score at Level V or below on the OLE, also score low on the CTBS-S, Level C, in vocabulary, comprehension of a sentence, and comprehension of a passage. Students who score at Level VI on the OLE, also score high on the CTBS-S, Level C, in vocabulary, comprehension of a sentence, and comprehension of a passage. (3) The results of the study will add credibility to the OLE so that it can be used as a recognized instrument with which to evaluate students' oral language development and proficiency.

GRAPHIC ADVANCE ORGANIZERS AND READING PERFORMANCE

Order No. 8021234

ELKIN, MICHAEL LANCE, ED.D. *Yeshiva University*, 1980. 187pp.

This study sought to determine the effectiveness of teaching the structure of the discipline of sociology as an advance organizer on reading comprehension and delayed recall in sociology. It was based on the theory of advance organizers proposed by David Ausubel. A visual model of the structure of sociology was taught by audio tape to urban community college students who were poor readers. One hundred sixty nine (169) students were randomly assigned to either the treatment or control group. Treatment consisted of an audio tape explaining the visual model of the structure of sociology. The control group received the model but listened to a placebo tape giving general instructions about the procedures of the experiment. Each tape was played once, but time was given to all students to take notes and the experiment was individually paced.

All students took a model mastery test, then a reading comprehension test in sociology text material. Three weeks later, students were post-tested on both tests to measure delayed recall. The tests, which were specifically constructed for this study, were based upon Bloom's *Taxonomy of Educational Objectives* (level two) and Anderson's criteria for comprehension tests.

Six directional hypotheses were generated. (1) There will be significant difference between treatment and control groups on the model mastery test. (2) There will be a significant difference between treatment and control groups on the sociology reading test. (3) In the treatment group, there will be a significant difference, on the sociology reading test between those students meeting criterion on the model mastery test and those falling below criterion. Hypotheses four and five are analogous to hypotheses two and three with respect to delayed recall. Hypothesis six stated that differences between the sociology test and retest could be accounted for as a result of differences between the model mastery test and retest.

Analysis of variance and co-variance, with reading scores as the co-variate, showed no significant differences at the .05 level of confidence with the exception of the first hypothesis. The first hypothesis stated there would be a significant difference between treatment and control groups on the model mastery test. This demonstrated the treatment group learned the model of sociology to a significantly greater extent than the control group. However, this knowledge of the structure of sociology made no significant difference on the sociology reading test or on delayed recall. Even those students who met mastery criterion on the model mastery test did not comprehend to a significantly greater extent than those students who did not achieve criterion on the model mastery test.

The results of this study do not support Ausubel's advance organizer theory. The theory appears inappropriate when applied to improving reading comprehension in sociology. Sociology may not in fact or may not be perceived as hierarchically structured and therefore not ameanable to Ausubel's advance organizer theory which is based upon hierarchical subsumption.

Many interpretations of the advance organizer appear in the literature. This has presented problems in operationally defining the advance organizer which has resulted in ambivalent findings. Further analysis of the advance organizer has led to postulating two types--distal and proximal. The type used in this study, and most others was the distal organizer. This is, conceptually distant from the target learning material. These distal organizers, while of greater practical value, have not shown to be significantly effective in controlled studies. The proximal organizer, one which is conceptually close and integral to the target learning material offers greater promise for future research.

THE RELATIONSHIP BETWEEN HOME ENVIRONMENT AND READING ACHIEVEMENT AMONG FILIPINO-AMERICAN GRADE THREE AND GRADE FIVE PUPILS

Order No. 8021951

GUIANG, EVELYN VITAN, ED.D. *University of the Pacific*, 1980. 177pp. Chairperson: Dr. Fe Hufana

Purpose. This research study was designed to investigate the relationship between educational environment in the home and reading achievement of 48 third-grade and 48 fifth-grade Filipino-American children attending Stockton Unified School District during the 1977-78 school year. A secondary purpose was to examine the social correlates of reading achievement such as socio-economic status (SES), parents' educational level (PEL), parents' generational status (PGS), and sex.

Hypotheses. Eight null hypotheses were tested. The four major hypotheses pertained to the environmental process variables as they relate to reading achievement. Hypotheses 1 and 2 predicted lack of relationship between the Index of Educational Environment and reading achievement in Grades 3 and 5, respectively. Hypothesis 3 compared the educational environment in the homes of the third-grade and the fifth-grade samples. Hypothesis 4 tested for significant differences between the Grade 3 and the Grade 5 home environment-reading achievement correlations. The four ancillary hypotheses predicted non-significance in the relationship between reading achievement and each of the following demographic variables: SES, PEL, PGS, and sex.

Procedures. Ratings on the 6 environmental process variables included in Dave's Parent Interview and Rating Scales were combined to yield a single indicator of the home environment - the Index of Educational Environment (IEE). Reading achievement was indicated by standard scores obtained on the Metropolitan Achievement Tests. SES was computed using Warner's Index of Social Characteristics. The demographic data were furnished by the parents through information sheets and during the home interviews. The Pearson Product-Moment procedure and the Analysis of Variance were the statistical methods used and the .10 level was chosen to establish statistical significance.

Findings. High correlational data for both third and fifth grades substantially support the anticipated relationship between reading achievement and home environment. No significant difference between the educational environments in the home of the two sets of subjects was found but the correlation between IEE and reading achievement for the third grade varied significantly from that for the higher grade. SES, PEL, and sex, while found to be significantly related to reading achievement for the Grade 5 sample, did not reach statistical significance for the other grade. However, when the effects of home environment (IEE) were partialled out, the variables assumed positive correlations with reading achievement. The findings underscore the important influence of home environment on school achievement. IEE correlated more positively with reading achievement than any of the demographic variables. Furthermore, the IEE scores were high enough to compensate for the negative effects of SES and PEL in the third grade.

Recommendations. Implications for the school and the home are obvious. Because many of the environmental variables seem educationally malleable, schools should develop programs to assist parents in improving home stimulation and in strengthening the educational climate in the home. Additionally, they must provide a full range of appropriate curricular experiences to children whose home environments are less than substantial. Further research should investigate the home environment of preschoolers as well as high school students and should sample a wider range of ethnic groups and social classes. More environmental measures should be developed and the existing ones refined in order to be more efficient and less time consuming.

THE EFFECTS OF GRADE LEVEL TEXT UTILIZATION ON THE ACHIEVEMENT, SELF-CONCEPT, AND ATTITUDE TOWARD READING OF PROBLEM READERS IN THE JUNIOR HIGH

HETTINGER, CONSTANCE SUE CLIFTON, PH.D. *The University of Chicago*, 1980.

In a midwestern suburban junior high, simplified, below grade-level textual materials were commonly utilized with deficient and problem readers alike. The rationale had been that low-vocabulary, high interest materials provided the success and motivation needed by these students, but it was theorized that these materials could limit student progress, reinforce the poor reader's image of himself as a poor reader, and depreciate his attitude toward reading. This study tested the null hypotheses that, as long as they were very interesting, the difficulty level of reading materials made no difference to student comprehension, self-concept, or attitude toward reading. Two groups (E_1 and E_2) of eighth grade deficient (reading at sixth grade level or below) the problem readers (reading at eighth grade level or better, but performing inadequately in class and/or having histories of classroom disruption) were given grade-level materials to read, while one group (C) received simplified materials throughout the year-long study. Each group contained both deficient and problem readers. Pre and post-test measures were taken of reading achievement, self-concept, and attitude toward reading. Statistical analyses were performed on total groups and on subsamples of deficient and poorly behaved students.

It was found that deficient readers in the control group did achieve higher reading comprehension scores than poor readers using grade-level materials, indicating that the low students in E_1 and E_2 did not benefit from using difficult materials as much as the Control students did from using simplified materials. Scores for the better readers in the Control Group dropped, indicating that the simplified materials were not sufficiently challenging for them. All groups gained nicely in vocabulary. Better behavior was associated with positive self-concept and attitude toward reading when more difficult materials were used. Neither affective variable changed appreciably over time. Only for girls was either variable found to be significantly related to reading achievement. Academic self-concept was important in terms of reading achievement and attitude toward reading, and deficient readers tended to exhibit poor attitudes toward reading. Anxiety tended to be negatively associated with reading achievement and attitude, especially for deficient readers. Happiness and popularity were not necessarily associated with the reading situation.

The qualitative data indicated (1) that behavior may interfere with classroom reading instruction: (2) that deficient readers wanted to read grade-level materials and concluded that they were slow if they were not allowed to do so; problem readers concluded likewise, even though they read at grade level and above; (3) that two particularly workable instructional strategies were providing vocabulary and comprehension questions prior to the reading of a selection and providing audio reinforcement of the printed text; (4) that interest was a vital criterion in the selection of reading materials for these students.

Implications of the findings include recommendation of the utilization of grade-level materials with problem readers regularly and with deficient readers occasionally. Highly structured and consistent assignments aid these students in accomplishing the reading task successfully. Problem and deficient readers might benefit from having academic classes early in the day and should not be placed in classes together. Eighth grade problem and deficient readers may have reached a point where success in reading may not be as much of a controlling variable in their lives as has been theorized.

THE EFFECTS OF INTERGRADE TUTORING ON FOURTH-GRADE TUTORS IN THE AREAS OF READING ACHIEVEMENT AND ATTITUDES Order No. 8025231

HOING, ROSEMARY J., ED.D. *Baylor University*, 1980. 114pp. Major Professor: Dr. Raymond E. Biles

Problem. The purpose of this study was to identify the effects that intergrade tutoring has on fourth-grade tutors in the areas of reading achievement and attitudinal concepts toward: (1) reading, (2) teachers, and (3) self.

Hypotheses. The following null hypotheses were tested: (1) There is no significant difference in the posttest change scores among the experimental and control groups in reading achievement; (2) There is no significant difference in the posttest change scores among the experimental and control groups on attitude toward *Reading*; (3) There is no significant difference in the posttest change scores among the experimental and control groups on attitude toward *Teachers*; and (4) There is no significant difference in the posttest change scores among the experimental and control groups on attitude toward *Self*.

Procedure. This study was a quasi-experimental design. A non-randomized Control-Group Pretest-Posttest Design was used on seventy-seven fourth-grade students from an elementary school in Corpus Christi, Texas. Three fourth-grade heterogeneously grouped classrooms were randomly assigned to Experimental Group I, Experimental Group II, or to the Control Group. The Science Research Associates Reading Test (Form E/Primary II) was used to measure the reading achievement of the fourth-grade students. A Semantic Differential Scale was used to measure the attitudinal concepts of the participants toward reading, teachers, and self.

The two experimental groups received thirty minutes of tutor training for four consecutive days. The two groups received separate but equivalent instruction in objectives of the tutoring program, specific tutor behaviors, and tutor procedures.

Upon completion of the tutor training, the students in Experimental Group I were randomly selected to tutor first graders in sight word recognition for a period of eight weeks. The students whose random assignment placed them in Experimental Group II were told that they would not tutor at this time, but that they would receive a tutoring assignment should the tutoring program be continued. The students assigned to the Control Group took both the pretest and posttest.

The statistical analysis used in this study was a distinct one-way analysis of variance (ANOVA). The .05 level of significance was used. When the F ratio was found to be significant for a hypothesis, the Scheffé post-hoc multiple comparison was applied.

Findings. The results of the analysis applied only to change scores. The level of significance necessary to reject a null hypothesis was set at the .05 level.

The first null hypothesis was rejected. The results of the ANOVA indicated a significant difference in the posttest change scores among groups in reading achievement. An analysis of the scores from the Scheffé test indicated that the reading achievement gains of the tutors were significantly greater than the reading achievement gains of the students in Experimental Group II and in the Control Group.

The second null hypothesis was accepted. There was no significant difference in the posttest change scores among groups on the concept *Reading*.

The third null hypothesis was accepted. There was no significant difference in the posttest change scores among groups on the concept *Teachers*.

The fourth null hypothesis was rejected. The results of the ANOVA indicated a significant difference at the .05 level in the posttest change scores among groups on the concept *Self*. An analysis of the scores from the Scheffé test indicated that the attitude of the tutors toward the concept *Self* was significantly different and more positive than the attitude of the students in Experimental Group II and in the Control Group.

Conclusions. The findings of this study indicate than an eight-week intergrade tutoring program had a positive effect on reading achievement and self-concept of fourth-grade tutors. The tutors did not make significantly different scores on the concepts *Teachers* and *Reading* when compared with the students in Experimental Group II and in the Control Group.

READING ACHIEVEMENT OF SECONDARY STUDENTS: A COMPARISON OF THE LANGUAGE ARTS SKILLS CENTER APPROACH (LASCA) WITH THE ENGLISH THEMATIC INTEGRATED APPROACH (ETIA) Order No. 8027732

HOLLIDAY, KATHLEEN MAHONEY, PH.D. *The American University*, 1980. 113pp.

The purpose of this study was to determine if the Language Arts Skills Center Approach (LASCA) yielded significantly greater gains in reading comprehension, reading vocabulary, spelling, and in more positive attitudes toward reading. Standardized test results of LASCA and ETIA were compared after a nine-week period of instruction.

The LASCA program stresses the separating out of language arts skills for specific instruction in an individualized setting. The ETIA program provides broad learning in several language arts areas integrated by means of the framework of a specific theme provided in a traditional setting.

The study sample consisted of 150 eleventh and twelfth grade students from a large regional high school and included a wide range of socio-economic levels.

Differences in pretest-posttest mean gains for each group were calculated. The mean gains of LASCA and ETIA were compared and analyzed for significance by means of *t* tests for independent samples. An alpha level of .05 was the level of significance selected.

The results showed that LASCA yielded greater gains than ETIA in the areas of reading vocabulary, reading comprehension, and spelling in a nine-week period when measured by standardized tests. The LASCA approach also yielded significantly greater gains than ETIA in positive attitudes

toward reading in a nine-week period as measured by an attitude inventory administered to two groups who were also measured in comprehension skills. The LASCA approach did not, however, yield significantly greater gains than ETIA in positive attitudes toward reading as measured by an attitude inventory administered to two groups who were also measured in vocabulary skills.

The conclusion drawn from the results of this study is that LASCA is a significantly better approach to teaching the individual skills measured when compared with ETIA. Secondary schools should consider a LASCA-type program in language arts and in subject areas, such as, mathematics and social studies.

READING DELIVERY SYSTEMS AND THEIR EFFECT ON READING ACHIEVEMENT

Order No. 8023601

KINDMAN-KOFFLER, BETTE MAE, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 182pp. Chairperson: Ronald T. Hyman

The purposes of this study were to: (1) determine whether one of seven common reading delivery systems was more effective in terms of facilitating higher levels of student achievement in the basic skill of reading. (2) determine whether any of these delivery systems maximized the effects of Right to Read and/or Title I projects in relation to student achievement. (3) compile a profile of the reading delivery systems used in New Jersey public elementary school districts. The seven reading delivery systems under investigation were: Special Teacher of remedial Reading, Special Teacher of Corrective Reading, Classroom Teacher, Reading Specialist, Reading Clinician, Reading Consultant, and Reading Supervisor.

The subjects for this study were the 295 school districts responding to a survey sent to the 515 public school districts, containing fourth grades, in New Jersey.

A Chi-Square Goodness of Fit test determined that the sample was representative of the state relative to socioeconomic status (SES), community type, and geographical region. The data were analyzed using complete factorial analysis of variance procedures in which the reading delivery system was the independent variable, the district's participation in Right to Read, Title I, and a measure of SES were the moderating variables, and the dependent variable was the fourth grade reading results from the 1976 New Jersey Educational Assessment Program Test.

The analyses of the data indicated no significant effects ($p < .01$) of any of the reading delivery systems, or the district's participation in Right to Read and/or Title I interacting with the reading delivery system. The only measure significantly affecting the students' achievement levels was SES.

Scheffé's Multiple Comparisons test showed that student achievement in the low SES districts was significantly lower than student achievement in the middle and high SES districts. Further, there was no significant difference between results of students in the middle and high SES districts.

According to the survey respondents, reading delivery systems occur in the following proportions throughout the state:

% of Districts	Reading Delivery Systems
30%	Reading Specialist
28	Classroom Teacher
23	Special Teacher of Remedial Reading
6	Reading Consultant
6	Reading Supervisor
4	Reading Clinician
3	Special Teacher of Corrective Reading

Additional descriptive data included the following information: specific needs that resulted in changes in district policy concerning the use of reading delivery systems, aspects of the district reading delivery system that were altered as the district policy changed, and district title for reading delivery systems in use.

The major conclusion drawn from this study was that there was no significant difference in student achievement based on the reading delivery system used in a school district. Student achievement in districts with classroom teachers providing the total reading program was statistically indistinguishable from achievement in districts using reading professionals. If school districts have similar levels of achievement regardless of whether they have reading professionals, boards of education may need to re-evaluate their expectations concerning the use of reading professionals.

Neither the presence of Right to Read nor Title I funding, regardless of the reading delivery system used, nor the interaction of Right to Read or Title I with the reading delivery system, had a significant impact on student achievement. These data indicate that the infusion of federal and local funds allocated to provide additional emphasis on reading instruction may not have been able to overcome the effects of SES factors.

AFFECTING ATTITUDES OF SEVENTH GRADE STUDENTS TOWARD READING THROUGH USING NEWSPAPERS

Order No. 8027011

LEBLANC, ROBERT MAURICE, ED.D. *University of Houston*, 1980. 123pp.

The purpose of this study was to determine if students' attitudes toward reading improve as a consequence of using the newspaper as a supplementary reading resource in the classroom. A secondary purpose was to determine if the students' ability to read influenced the degree of attitude change that occurred during the study.

The subjects were 270 students from a lower-middle to predominately upper-middle class suburban school district. The students were randomly selected from a total of approximately 700 students who were involved in the study.

The experimental groups used the daily newspaper as a reading resource in the district required supplementary reading component of the reading program. The students used the newspapers for a total of four weeks for a minimum of 75 minutes a week.

At the end of the four week period, students in control and experimental groups responded to an Osgood Semantic Differential instrument containing eight polar adjective pairs measuring their attitude toward reading. Because the student responses analyzed were randomly selected from a student population of approximately 700 who had been involved in the study, a posttest only paradigm was used. The data were analyzed as a whole group and then were subdivided into three subgroups based on the students' ability to read.

The data were analyzed by comparison of means of control and experimental groups and by an ANOVA procedure for a test of statistically significant differences. A comparison of means indicated that using newspapers in the classroom appears to cause the students to have more positive attitude toward reading. Though none of the composite scores yielded statistically significant differences between experimental and control groups means, one of the eight scales (annoying-relaxing) yielded statistically significant differences between experimental and control groups for the total student population and the below grade level reading ability subgroup.

The findings of the study were as follows: (1) Though the difference between control and experimental group composite scores was not statistically significant, a degree of positive change in attitude was found in the experimental group. (2) Comparison of means of the three stratified subgroups indicated measurable improvement in attitude toward reading for all three groups with the experimental reading below grade level ability group experiencing the least positive change and the experimental reading above grade level ability group experiencing the greatest positive change. (3) One scale (annoying-relaxing) indicated that students in the total experimental group thought of reading as significantly more relaxing ($p = .03$) than did students in the total control group. (4) One scale (annoying-relaxing) indicated that students in the below grade level experimental group thought of reading as significantly more relaxing ($p = .04$) than did students in the below grade level control group. (5) Five of the eight semantic differential scales showed measurable improvement of student attitude toward reading for the total student sample experimental group. (6) Five of the eight semantic differential scales showed measurable improvement of student attitude toward reading for the reading above grade level experimental group. (7) Attendance for the reading below grade level experimental group was significantly ($p = .03$) better than the attendance for the reading below grade level control group.

THE BRAIN, DIVERGENT THINKING, AND PHONICS: THEIR EFFECT ON READING PROFICIENCY

Order No. 8016489

LOPEZ, ELLEN REASONER, PH.D. *United States International University*, 1980. 108pp. Chairperson: John D. Donoghue

The Problem. The problem in this study was that many students do not learn to read in the primary grades. regardless of the teaching methods used by the teacher. It was the purpose of the study to analyze the work of third grade students to see if there was a correlation between the child's preferred use of the brain hemisphere and his/her ability to deal with phonetic clues in reading. The importance of the study is seen in that new methodology can not be developed to help the divergent student, that is, the student that used the right brain to solve problems, to accomplish convergent, left brain, tasks.

The Method. The data for the study were obtained by giving third grade students the Structure of Intellect Learning Abilities Test (Meeker, 1969). The adjusted convergent production score, and the divergent production score were then used in the study and correlated to the score obtained from the Phonetic Clue Test developed by the author of this study. The questions for study were: (1) Is there a correlation between the child's ability to use phonics in reading and his ability to use his left brain hemisphere in solving problems? (2) Is there a correlation between the child's lack of ability to use phonics in reading and his ability to use his right brain hemisphere in solving problems? (3) Is there a greater correlation between brain

hemisphere use and phonics for boys than for girls? (4) Is there a greater correlation between brain hemisphere and phonics for the Hispanic children than for others.

The subject groups were formed from 58 students (18 boys and 40 girls) who generally reflected the socioeconomic conditions of the area. The group tested included 38 percent of Hispanic origin (9 boys and 13 girls), 7 percent Black (3 girls and 1 boy), and 55 percent white (Anglo). These students were eight years old and had started the third grade.

Results. An analysis of the data resulted in some significant findings: (1) There was a general pattern for convergent students showing high scores on the convergent and phonetic scales and low scores on the divergent scale. This was true for convergent boys and girls but not for the Hispanic students who were generally low on the phonetic scale. (2) There was a general pattern for divergent students in which they scored low on the phonetic and convergent scales and high on the divergent scale. This was true of the group as a whole, divergent boys, Hispanic boys and girls, however, the total groups of divergent girls scored high on the phonetic scale. It was also found that only one divergent girl scored high on all three scales. (3) It was found that divergency and/or convergency was of greater significance than the differences between girls and boys in their ability to do convergent tasks.

Conclusions. It is necessary, now, to study divergent students and then develop new methodology and materials for those students. It is important to study the possibility of teaching convergent skills to divergent students. A second area of study will be that of the process of reading. It is possible that instead of teaching reading as a series of convergent tasks, it may be found that reading can and should be taught as a divergent (right brain) skill. Further study would determine whether reading should be taught in a convergent manner for the convergent students and likewise for the divergent student, or perhaps reading might be taught in a divergent manner for all students.

A REPORT ON ORAL INTERPRETATION IN THE SECONDARY CLASSROOM AND RELATIONSHIPS DISCOVERED IN READING ACHIEVEMENT AND SELF-CONCEPT CHANGES

Order No. 8026058

MULLINS, SHERRY REYNOLDS, ED.D. *University of Arkansas*, 1980. 110pp. Major Professor: Dr. Bill W. Waltman

The problem of this study was to investigate the relationship between a unit of instruction in oral interpretation and improvement in reading achievement. The relationship between instruction in oral interpretation and self-concept rating was also investigated.

The following hypotheses were tested: (1) There will be no significant difference in the mean gain scores achieved by the experimental group and the control group subjects on the vocabulary score of the *California Achievement Tests: Reading*. (2) There will be no significant difference in the mean gain scores achieved by the experimental group and the control group subjects on the comprehension score of the *California Achievement Tests: Reading*. (3) There will be no significant difference in the mean gain scores achieved by the experimental group subjects and the control group subjects on the total reading score of the *California Achievement Tests: Reading*. (4) There will be no significant difference in the mean gain scores achieved by the experimental group subjects and the control group subjects on measures of self-concept on the *Piers-Harris Children's Self Concept Scale*. (5) There will be no significant difference in the mean gain scores achieved by the experimental group subjects and the control group subjects on the Inventory of Reading Attitude Perception.

The data in this study were obtained from the results of tests administered to 150 eighth and ninth grade subjects in each of three school districts in Northwest Arkansas. A total of sixty-eight students enrolled in speech classes took both the pre and posttest and comprised the control group.

Both the experimental and control subjects were administered the *California Achievement Tests: Reading* in order to measure vocabulary, comprehension and total reading score gains. The *Piers-Harris Children's Self Concept Scale* was administered to both groups in order to measure gains in self-concept from pre to posttest. Both groups were administered the Inventory of Reading Attitude Perception in both the pre and posttest in order to measure gains in attitudes toward reading.

The t-test for independent samples was computed on the mean gain scores in vocabulary, comprehension, total reading, self-concept and reading attitude.

The data indicated that the experimental group subjects earned significantly higher comprehension scores than the control group. In the area of vocabulary, the control group made greater mean gains than the experimental group; these gains were not significant. On total reading score the experimental group achieved greater gains than the control group but the difference was not significant. In the area of self-concept the control group was found to have earned significantly greater self-concept scores than the experimental group. The experimental group was found to have achieved greater gains than the control group in the area of reading attitude, but the difference was not significant. Therefore, hypotheses one, three and five were accepted, and hypotheses two and four were rejected.

It was concluded that instruction in oral interpretation did have a significant effect on increasing reading achievement in the area of comprehension and on decreasing self-concept scores for the experimental group. It was concluded that instruction in oral interpretation had no significant effect in the areas of vocabulary, total reading and reading attitude.

It is recommended that a unit of oral interpretation be considered as a possible addition to reading instruction in the schools. It is also recommended that a program of identifying and dealing with speech anxiety be included in the unit, and the time span from pre to posttest be extended.

THE COMPARISON OF LEARNING STYLES BETWEEN LOW AND HIGH READING ACHIEVEMENT SUBJECTS IN THE SEVENTH AND EIGHTH GRADES IN A PUBLIC MIDDLE SCHOOL

Order No. 8019053

MURRAY, CLARA AMELIA, PH.D. *United States International University*, 1980. 186pp. Chairperson: Robert S. Gilchrist

The Problem. The problem of this study was to answer the research questions: Is there a difference between the learning styles of low reading achievement students and high reading achievement students? Is there a difference between the learning styles of female and male low and high reading achievement students?

The importance of the study derives from the identification of learning styles which should help the student and the educator to more fully understand the learning processes used by the student. Once learning styles have been identified, educators can plan and use appropriate teaching styles, teaching strategies, and teaching materials which match congruently with the student's learning style and, thus, increase the effectiveness of learning.

Method. All data were secured from 94 percent of the identified low and high reading achievement students in the seventh and eighth grades of a public middle school. The 122 subjects were given the 1978 Learning Style Inventory of Dunn, Dunn, and Price.

The hypotheses were as follows: (1) There will be differences in learning styles between low and high reading achievement subjects. (2) There will be differences in learning styles between female low and male low reading achievement subjects. (3) There will be differences in learning style between female high and male high reading achievement subjects. (4) There will be differences in learning style between female low and female high reading achievement subjects. (5) There will be differences in learning styles between male low and male high reading achievement subjects.

Subject groups were formed on the basis of low or high reading achievement and male or female subjects within the reading achievement groups.

Differences between means for the various groups were tested by the *t* test at the .05 level of significance.

Results. Analysis of the data resulted in 27 significant differences between the learning styles of the various groups. From the first hypothesis, it was concluded that low reading achievement subjects were more unmotivated, needed more structure, and preferred to learn with an adult. It was concluded that high reading achievement subjects were more self-motivated, were more responsible, and preferred to learn alone. From the second hypothesis, it was concluded that female low reading achievement subjects preferred bright light and were more self-motivated. It was concluded that male low reading achievement subjects were more unmotivated and used tactile perception more often. From the third hypothesis, it was concluded that female high reading achievement subjects preferred bright light and a warm temperature environment in which to learn. It was concluded that male high reading achievement subjects used visual perception more often and preferred to learn in the evening more often. From the fourth hypothesis, it was concluded that female low reading achievement subjects preferred a formal room design, needed more structure, preferred learning with an adult, used visual perception more often, and preferred to learn in the evening more often. It was concluded that female high reading achievement subjects were more responsible and used tactile perception more often. From the fifth hypothesis, it was concluded that male low reading achievement subjects were more unmotivated, preferred learning with an adult more often, and preferred to learn in the afternoon more often. It was concluded that male high reading achievement subjects were more self-motivated, were more adult motivated, and were more persistent.

BEFORE AND AFTER THOROUGH AND EFFICIENT: SIXTH GRADE READING ACHIEVEMENT IN SELECTED SUBURBAN DISTRICTS

Order No. 8025102

NALBONE, SHARON RAY, ED.D. *Temple University*, 1980. 120pp.

In 1970 the Robinson v. Cahill case challenged the legality of New Jersey's system of financing education; the plaintiffs set out to prove that it was unconstitutional to rely on local property taxes to fund education. Attorney Ruvoldt successfully argued that adequate funding and necessary supervision were required to meet the state's constitutional obligation to provide a thorough and efficient education to all school children. The major dispute concerned the relationship between money and the quality of education. In response to the court decision, the Legislature passed the Public School Education Act of 1975, popularly dubbed the Thorough and Efficient of "T & E" law. The act was designed to reform the educational finance system supporting public schools and improve educational programs.

There has been a great deal of concern as to whether "T & E" is really effective. Educators complain of the amount of time required to implement "T & E" procedures and complete all the paperwork involved. There is a great need to investigate whether "T & E" has made any impact on its intended beneficiaries, the students. With emphasis first on finance, and then on the regulations for implementation, few people have stopped to ask the most important question: HAS THERE BEEN A SIGNIFICANT IMPROVEMENT IN STUDENT ACHIEVEMENT AS A RESULT OF THE NEW LAW?

In Robinson v. Cahill the argument was made that money affects student achievement. Studies have shown that "T & E" has not been effective in poor districts. This study is designed to examine whether "T & E" is faring any better in middle income districts.

This question was explored through an analysis of sixth grade reading achievement scores of selected suburban schools over a ten year period from 1969 to 1978. The selection of subjects was limited to schools in Camden County who were assigned a District Factor Group (DFG) of G-2. The assignment of District Factor Groups is made by the New Jersey Department of Education in order to more accurately compare districts. The G-2 designation is assigned to middle income suburban communities. Reading achievement was measured using the Reading Comprehension Subtest Score of the Iowa Tests of Basic Skills.

The study was ex post facto in nature because the passage of "T & E" had already occurred. A successive groups time series design was employed in this study. The null hypothesis stated that there has been no significant difference in sixth grade reading achievement of selected suburban schools since the passage of "T & E."

A one way analysis of variance was employed to determine whether there was any significant difference in means. The one way analysis of variance indicated that there was no significant difference between the reading achievement means over the ten year period. From the results of the ANOVA it can be concluded that the null hypothesis should be accepted; the research supported the statement that there is no significant difference in sixth grade reading achievement of G-2 schools in Camden County since the passage of "T & E."

In summary, it appears that New Jersey's Thorough and Efficient Law has had no apparent impact on sixth grade reading achievement in selected suburban schools thus far. The researcher would offer a few words of caution in interpreting the findings. The research was completed ex post facto which prevented any strict control over the variables. Also, the law is still fairly new and its full impact may not yet have been fully realized. Finally, as powerful as any law might be, there can be many factors which contribute to quality education and student achievement.

THE EFFECTS OF TEACHING AUDITORY DISCRIMINATION SOUNDS TO FIRST GRADE PUPILS UPON READING ACHIEVEMENT

Order No. 8027019

OSTERBERG, SUSAN SNIDER, ED.D. *University of Houston*, 1980. 149pp.

Introduction. For many children an effective approach to teaching reading skills has not yet been found. There are a number of approaches to reading achievement available, yet reading failure has remained present in the schools and the quest for an effective reading program continues.

Some reading specialists have long advocated mastery of auditory discrimination as one of the important skills in the reading readiness process.

Current literature in reading reflects considerable controversy over effective approaches to teaching reading readiness skills. Conflicting theories have resulted in continued research efforts to determine effective reading readiness teaching techniques and materials.

Purpose. This study has as its purpose a determination of whether those pupils who received reading instruction that is usually provided in regular classroom instruction plus individualized instruction in auditory discrimination performed better on total reading achievement score on a standardized reading test compared to those pupils who had received reading instruction that is usually provided in regular classroom instruction plus placebo treatment.

Procedures. The sample consisted of 120 randomly selected second semester first graders from two schools. Subjects for this study were the pupils who scored below 96% of the *Auditory Discrimination Subtest* of the *Lane Diagnostic Reading Readiness Test.* The control group in each classroom received reading instruction that was normally provided plus placebo treatment which consisted of supplementary reading of the pupils choice followed by teacher led discussion. The experimental group received the same classroom instruction provided the control group and also specific and individualized auditory discrimination instruction based on the results of the criterion-referenced pretest. At the end of the two month treatment period and following the prescribed auditory discrimination lessons, two additional tests were administered to each child: (1) the *Auditory Discrimination Subtest*, which determined whether the experimental group corrected the auditory discrimination deficiencies and (2) the Reading Section of the *SRA Achievement Series, Form 1, Level B*, which determined whether they achieved a higher reading achievement score.

Analysis. The data were analyzed with descriptive statistical analysis (used to determine means and standard deviations). Multivariate and univariate analysis of variance (Finn computer package, 1968), and discriminate analysis were then used to further investigate the differences between the means relative to the variation within a group, to determine statistical signficance, to discover any interactions between independent variables (treatment, schools, teachers) and their effects upon the dependent variables (SRA subtests and total reading achievement score).

Conclusions. In summary, the conclusions of this study were: (1) The resultant statistically significant difference in auditory discrimination ability of the experimental group led to the conclusions that (a) individualized auditory discrimination teaching based on criterion-referenced testing was relevant, and (b) improved auditry discrimination ability is a statistical reality. (2) No clear conclusions can be drawn from the results found on the letters and sounds subtest, the listening comprehension subtest and the total reading achievement score.

Recommendations. The recommendations proposed by the researcher are (1) Replicate the study using beginning first semester first graders known to have auditory discrimination problems. (2) Replicate the study during a three month or longer training period. (3) Replicate the study with each pupil completing all auditory discrimination skill lessons in deficient sounds rather than limiting the lessons to a maximum of 15 sounds per pupil. (4) Replicate the study with equal teacher cell size and equal experimental and control group cell size across teachers. (5) Replicate the study with a larger sample to determine the generalizability of the findings. (6) Replicate the study with controls for reading achievement levels before testing for and randomly assigning pupils to auditory discrimination treatment groups.

RELATIONSHIP BETWEEN THE VARIABLES OF ARTICULATION AND READING ACHIEVEMENT

Order No. 8024789

PRINGLE, PHYLLIS ROSE, PH.D. *United States International University*, 1980. 137pp. Chairperson: Lambert W. Baker

The Problem. The purpose of the study was to examine the relationship between articulation and achievement in reading instruction, grades kindergarten through eight. Articulation was defined as the provision of an interlocking and continuous instructional program over multiple grade levels. The literature revealed extensive interest in the utilization of articulation as a means of organizing curricular offerings in a wide variety of subject areas and across multiple grade levels from kindergarten through college. No effort had been reported in the literature which supported claims of improved learning as a result of articulation.

Criteria established for the course of study variable involved course content for each grade stated separately, sequential skill development, specificity of statement indicating content and skills to be learned, use of learning objectives, and use of the document by teachers. The communications variable was based upon the use of formal meetings or visitations designed to improve the instructional program and the presence of a program coordinator with sole responsibility for the coordination of the instructional program at the school. Instructional techniques variable included the methods of teaching and the continuity of materials used. An additional facet of this variable was the knowledge level of teachers in terms of the skills and content students would require. Advancement criteria were studied by determining the established criteria in use for advancing students to higher levels of difficulty and the manner in which groups were formed for continuous skill development.

Method Two school districts were examined, one of which had attempted to articulate its reading program of study and one of which had made no such attempt. Eight schools in Central Ohio participated in the study: four experimental and four control. Schools were carefully matched for socioeconomic, pupil-teacher ratio, students' entry level, and instructional factors.

An Articulation Rating Scale was developed for the purpose of assessing the variables of articulation on which examiners marked the degree to which they were in agreement with statements representing full articulation. Examiners based their ratings on evidence within the experimental and control schools using criteria established by the literature. Data were collected using criteria established by the literature. Data were collected using a questionnaire, an interview, and direct observation. For each grade level segment, K-2, 3-5 and 6-8, articulation rating scores were arrived at by the two examiners independently. The examiners were trained to evaluate data in accordance with the established criteria. Articulation ratings were made for four separate variables: (1) course of study, (2) communications, (3) instructional techniques, and (4) advancement criteria. Achievement data for reading were collected for grades three, five and eight using grade equivalencies obtained on the Iowa Test of Basic Skills, Total Reading, for both school districts. Correlation coefficients were computed between achievement and articulation for each grade level segment.

Results. Results indicated highly positive correlations between articulation and achievement at all three segments. These correlations were significant at the .05 level of confidence at the K-2 and 3-5 segments. The two most important variables of articulation indicated by the study were the course of study and advancement criteria. All four of the variables of articulation interact in significant combinations at each of the grade level segments studied. It is also clear from the study that achievement is higher in the articulated schools--especially at the 6-8 grade level, in spite of the fact that articulation at that level is not as strongly maintained as it is at the lower levels. The results of the present study strongly suggest further examination of articulation as a means of organizing the curriculum.

EIGHTH GRADE STUDENTS' READING ACHIEVEMENT AND ITS RELATIONSHIP TO PARENTS' PERCEPTIONS OF SELECTED FACTORS IN THE HOME ENVIRONMENT

Order No. 8014296

RICKERT, COLLEEN MARIE, ED.D. *University of Northern Colorado*, 1980. 232pp.

The purpose of this study was to examine the relationship of eighth grade students' reading achievement to their parents' attitude toward reading, their parents' attitude toward the school reading program, and reading related activities parents conduct with their child.

The *California Achievement Test* was administered to all eighth grade students in Adams County School District 14. The total reading grade equivalent score was used to classify the students as grade level and above, below grade level, and remedial readers. A Parent Questionnaire was administered to the parents of a total of ninety-four selected eighth grade students by means of personal interviews. The items on the Parent Questionnaire were used to assess: parents' attitude toward reading; parents' attitude toward the school reading program; current reading related activities conducted by parents with their eighth grade children: and reading related activities conducted by parents before their children treated school.

t tests for independent samples were used to determine whether the means obtained from the Parent Questionnaire were significantly different between parents of grade level and above readers and parents of remedial readers. The Pearson product-moment correlation coefficient was used to assess the relationships between the total reading percentile scores of eighth grade students and the scores their parents attained on: attitude toward reading; attitude toward the school reading program; and current reading related activities conducted with their children. This correlation coefficient was also used to assess the relationship between reading related activities conducted by parents and those conducted by parents before their children entered school.

On the basis of the hypotheses for this study, the following findings were derived: (1) No significant differences were found between the mean scores of parents of grade level and above readers and parents of remedial readers on: attitude toward reading; attitude toward the school reading program; current reading related activities conducted with their child; and reading related activities conducted before their child entered school. (2) Significant relationships were found betwen the reading percentile scores of grade level and above readers and the scores their parents attained concerning attitude toward reading and current reading related activities conducted with their eighth grade child. (3) No significant relationship was found between the reading percentile scores of grade level and above readers and the scores their parents attained concerning attitude toward the school reading program. (4) No significant relationships were found between the reading percentile scores of below grade level and remedial readers and the scores their parents attained concerning attitude toward reading; attitude toward the school reading program; and current reading related activities conducted with their eighth grade child. (5) A significant relationship was found between the frequency that current reading related activities are conducted by parents with their eighth grade child and the frequency that activities were conducted before the child entered school.

Attitude toward reading, attitude toward the school readng program, the frequency with which reading related activities are currently conducted, and the frequency with which activities were conducted before children entered school were similar for parents of eighth grade students with different reading abilities.

There was a positive relationship between the reading achievement of only those eighth grade students who were classified as grade level and above readers and their parents' attitude toward reading and the frequency that the parents currently conduct reading related activities. There was a positive relationship between the frequency with which reading related activities are currently conducted by all parents and the frequency with which activities were conducted before their children entered school.

THE PREDICTION OF END-OF-YEAR READING ACHIEVEMENT THROUGH CASE GRAMMAR CONSTRUCTS FOUND IN THE SPOKEN DISCOURSE OF BEGINNING FIRST-GRADE CHILDREN

Order No. 8027332

RUSH, ROBERT TIMOTHY, PH.D. *Purdue University*, 1980. 180pp. Major Professor: Alden J. Moe

This study was done in order to investigate the relationship between the spoken discourse of beginning first-grade children and their reading achievement at the end of grade one. Specifically, the study addressed the following objectives: (1) Identification of patterns of case (verb/noun) relationships found in the spoken discourse of beginning first-grade children. (2) Determination of the reliability of a system of propositional analysis (Kintsch, 1974) for use in the study of children's spoken discourse. (3) Determination of the correlations of patterns of case relationships and related variables, found in the spoken discourse of beginning first-grade children, with end-of-year reading achievement. (4) Identification of differences in the spoken discourse of beginning first-grade children across three socioeconomic status groups. (5) Determination of the validity of the case-related variables examined for predicting reading achievement at the end of grade one. (6) Comparison of the semantically-based, case-related variables with measures used in prior studies of the relationship of spoken discourse and reading achievement in grade one.

Data collection involved administration of the Recognition of Letters subtest of the *Clymer Barrett Prereading Inventory* (Clymer and Barrett, 1966), completion of an individual language skill rating scale by classroom teachers of the 82 subjects in the study, and an individual interview of each subject. A syntactic analysis was performed by computer and a semantic, propositional analysis was performed manually by the investigator. Variables used in prior syntactically-related studies were, corrected type-token ratio and average sentence/utterance length. Semantic variables involved in statistical analysis were; the nine highest frequency patterns of case relationships, a ratio of pattern type to its number of occurrences, average pattern length, and number of different patterns per subject. Additionally, the score of the Recognition of Letters subtest and teacher rating of language skill were examined. Reading achievement was measured with the Total Reading raw score of the *Stanford Achievement Test: Reading* (Madden, et al., 1973).

Nineteen different patterns of case relationships were observed in the total of 2460 predication propositions. Five patterns, *Agent, Agent-Object, Agent-Object-Goal*, and *Experiencer-Object*, accounted for 97 percent of the total number of patterns analyzed. Results of the reliability check done on an augmented version of Kintsch's (1974) system of propositional analysis revealed agreement on 85 percent of 300 propositions analyzed by the investigator and a trained assistant.

Results of correlational analyses showed that none of the case-related variables was significantly related to first-grade reading achievement and that of the spoken discourse measures, only average sentence/utterance length was related to reading achievement.

One-way analysis of variance procedure revealed that the three socioeconomic status groups were not significantly different from one another with respect to any of the variables examined in the study.

Regression analyses showed that the best predictors of first-grade reading achievement were knowledge of letter names and teacher ratings of language skill, which together accounted for 66 percent of the variance in reading achievement. Case pattern *Agent-Object-Instrument*, which added two percent to the variance explained, was the only other significant contributor to the regression model.

Finally, only average sentence/utterance length was related to the case-related variables examined in the study.

THE EFFECT OF PARENT INVOLVEMENT ON THE READING ACHIEVEMENT AND ATTITUDES OF TITLE I STUDENTS

Order No. 8022647

SALLADE, CAROL JUNE, ED.D. *Drake University*, 1980. 146pp. Adviser: Richard Brooks

The Problem. The problem of this study was to determine the effects of parent involvement on middle elementary grade students who received supplemental reading instruction provided by Title I, Elementary and Secondary Education Act funds on the following: (1) reading achievement; (2) attitude toward reading; (3) parents' perceptions of their knowledge of the program; and (4) parents' perceptions of the impact their suggestions made on the program.

Procedure. The sample selected for participation in this study at each of the two target area elementary schools consisted of ten Title I students in grades three and four who were receiving supplemental reading instruction. The ten students were divided into pairs matched on the basis of achievement test scores, sex, race, age and attitude toward reading, and then one of each of the five pairs was randomly assigned to either the experimental or control group.

The parent(s)/guardian(s) of the five students in the experimental group at each school participated in a program of parent involvement. The Title I teachers conducted an initial conference with the parent(s)/guardian(s) of each student in the experimental group in their homes and planned and implemented other types of contacts with those parents on a monthly basis throughout the school year. The parent(s)/guardian(s) of the five students in the control group at each school were not contacted by the Title I teachers except for routine written notices of their children's participation in the Title I reading program.

Title I teachers developed and implemented a written educational plan in reading for each student in both the experimental and control groups, utilizing parent recommendations and information in planning learning activities for students in the experimental group.

Findings. The results of the Metropolitan Achievement Tests indicated the effects of parent involvement on the reading achievement gain scores of students in the experimental groups were not significantly (.05 level) higher than the gain scores of students in the control groups.

Similarly, the gain score results of the Reading Attitude Scale demonstrated the effects of parent involvement on experimental group students' attitudes toward reading were not significantly (.05 level) greater than the gain scores of the students in the control groups.

The structured interviews conducted by the researcher with parents of students in both groups demonstrated experimental group parents felt they understood the Title I reading program and their input had had an effect on the program to a more significant degree (.05) than those in the control group.

Conclusions. In Title I target area elementary schools of the type selected for use in this study, it could not be demonstrated that parental involvement had any measurable effect on the reading achievement or attitudes toward reading of Title I students in grades three and four. However, there was a positive effect on the perceptions of parent(s)/guardian(s) who had been involved in terms of their knowledge of the Title I reading program and their impact on that program for their children.

Recommendations. The researcher would recommend that the Title I Programs Coordinator design and implement alternative methods of parent involvement and evaluate each as related to student achievement in and attitude toward reading.

In conducting research of a similar nature in the future, the design of the study could be modified using larger sample sizes and longer time periods between pre- and post-testing.

A STUDY OF READING ACHIEVEMENT AND SHORT TERM MEMORY AMONG FOURTH GRADE STUDENTS

Order No. 8020682

SPEAR, ROBERT WILLIAM, ED.D. *Northern Illinois University*, 1980. 110pp.

The intent of this study was to investigate the relationship between reading and short term memory.

Learning theorists have suggested that memory is a component of reading. These theorists utilize an information processing framework as a basis for their propositions. This study attempted to compare acquired reading ability and memory to determine if memory was indeed a possible contributing factor to measured reading ability.

In order to ascertain the presence of relationships between reading and memory, Total Reading achievement scores from the *Metropolitan Achievement Test* (MAT) were compiled on a group of present fourth grade students. Also gathered were the Word Knowledge and Reading (Comprehension) subtests of the Total Reading achievement score. An attempt was made to control for intelligence by selecting only those students who had a measured I.Q. score between 90-110 on the *Otis Lennon Mental Abilities Test* (OLMAT).

A total of sixty subjects were included in the study. In a within subjects design, all the subjects performed four short term sequential memory tasks, individually administered by this researcher, with the order of presentation rotated. The memory tasks were titled as follows: (1) Aural-Oral Digits test; (2) Visual-Oral Digits test; (3) Visual-Manual Digits test; and (4) Visual-Manual Symbols test. Once all tasks were completed and scored, the memory performance scores were statistically compared to the reading achievement scores gathered previously.

Following the collection of these data, standard correlational statistical methods were used to assess the degree of relatedness between the variables of performance on the memory tasks treated separately and the reading achievement scores.

The study revealed no statistical significance of the relationship between performances by the fourth grade subjects on each of the four memory tests and their Total Reading achievement scores. As a result it was concluded that no significant relationship exists between any of the memory variables and the reading achievement variable as measured by the Total Reading scores of the MAT. Further analyses revealed no significant relationships between the memory variables and Word Knowledge achievement. Only the Visual-Manual Symbols test showed significance when compared with the Reading (Comprehension) achievement test. This significant correlation was negative, indicating an inverse relationship between the two variables.

As a result of the study, it was recommended that research continue in the area of reading and memory. Some modifications were mentioned. They included a need to control more for I.Q., make the researcher totally novel to the subjects, and allow for more time between stimulus presentation and recall.

A CORRELATIVE ANALYSIS OF READING ACHIEVEMENT, READING ATTITUDE, HOME LITERARY ENVIRONMENT, AND SELF-CONCEPT IN THE MIDDLE SCHOOL Order No. 8024936

TALAN, CAROLE SMITHERS, ED.D. *The University of Tennessee*, 1980. 279pp. Major Professor: Lester N. Knight

The purposes of this study were to determine whether reading attitude, specific aspects of home literary environment, reading achievement, and self-concept are correlated to any significant degree, and to determine whether factors such as sex and grade level significantly affect the correlations.

The subjects included 163 sixth, seventh, and eighth grade students in Greeneville, Tennessee. The children used in the study were those who chose to participate and who were able to acquire parental permission. The *Mikulecky Behavioral Reading Attitude Measure* and the *Tennessee Self Concept Scale* were administered to all participating students. Data concerning home literary environment were acquired through the administration of a researcher-made questionnaire. The Reading Achievement score from the *Stanford Achievement Tests* was used to determine the reading achievement of the sample population.

After the data were collected, several statistical analyses were conducted. These included: the Pearson Correlation coefficients, a Two-Way Factorial Analysis of Variance, the Duncan's Multiple Range Test, and multiple regression analyses using a stepwise, forward linear regression technique. The findings were:

(1) There was a significant correlation between reading attitude and number of nonschool required books read the previous year, number of books owned, amount read to as a child, amount of newspaper read on a daily basis, and reading achievement, $p \leq .01$.

(2) Reading attitude can be predicted with 67% of the variance accounted for for females in Grade 7 and with 62% for females in Grade 8.

(3) There was a significant correlation between amount read to as a child and number of books owned, self-concept, reading achievement, number of magazines in the home monthly, and amount of newspaper read daily, $p \leq .01$.

(4) Amount read to as a child can be predicted with 70% of the variance accounted for for females in Grade 7 and with 50% for males in Grade 7.

(5) There was a significant correlation between number of books owned and number of books read, reading attitude, amount read to as a child, reading achievement, and amount of newspaper read daily, $p \leq .01$.

(6) Number of books owned can be predicted with 73% of the variance accounted for for females in Grade 8.

(7) There was a significant correlation between the number of magazines in the home monthly and amount read to as a child, $p \leq .01$.

(8) There was a significant correlation between number of nonschool required books read the previous year and number of books owned, readin attitude, reading achievement, and amount of newspaper read daily, $p \leq .01$.

(9) Number of nonschool required books read the previous year can be predicted with 57% of the variance accounted for for Grade 7, with 64% for females in Grade 6, with 73% for females Grade 8, and with 90% for females in Grade 7.

(10) There was a significant correlation between amount of newspaper read on a daily basis and reading achievement, number of books owned, reading attitude, number of books read in the previous year, and amount read to as a child, $p \leq .01$.

(11) There was a significant correlation between reading achievement and number of books read, number of books owned, amount of newspaper read daily, amount read to as a child, and reading attitude, $p \leq .01$.

(12) Reading achievement can be predicted with 50% of the variance accounted for for females in Grade 7.

(13) There was a significant correlation between self-concept and amount read to as a child, $p \leq .01$.

(14) Self-concept did not correlate significantly with reading achievement or reading attitude.

Recommendations were made for future studies concerning the relationships between self-concept and amount read to as a child, studies involving the same eight variables but with other sample populations, and more long term studies involving these eight variables.

THE EFFECTS OF A VISUAL PERCEPTUAL TRAINING PROGRAM ON READING ACHIEVEMENT WITH THIRD- AND FOURTH-GRADE STUDENTS

Order No. 8023993

VAUGHN, MARLYS TEMPLETON, PH.D. *University of Southern Mississippi*, 1980. 89pp.

The general purpose of the study was to investigate the relationship between visual training and reading achievement and visual skills, sex, IQ, and the initial level of reading achievement. Specifically, the study was designed to investigate the relationship between reading achievement and each of the four visual skills (fixation, accommodation, visual tracing, and visual memory), to determine whether sex factors influence the effect of visual training on reading achievement, to investigate the effects of visual training on reading achievement with high and low achievers in reading, and to determine the extent of the role of IQ in the effectiveness of visual training on reading achievement.

The study was conducted in a public school classroom with 50 third- and fourth graders. The subjects in the control and experimental groups were selected by the stratified random sampling technique utilizing sex and IQ as a basis for stratification.

During the week prior to the visual training program, several pretests were administered to all of the subjects. The Visual Tracing--Programmed Visual Training (Form A) by Groffman (1966), Visual Three from Monroe's Reading Readiness Test as reported by Ilg and Ames (1965), Isenburg's Directional U Saccadics Test (1975), and the +2-2 lens flipper were administered in order to measure an initial competency level in the four visual skill areas of visual tracing, visual memory, saccadics, and accommodation. The criteria used to arrive at an initial level of competence on each of the visual skills were speed and accuracy.

The Short Form Test of Academic Aptitude (Sullivan & Clark, 1970), Level 2, was given to determine an estimated IQ score. The initial level of reading achievement was determined by the Reading Test of the California Achievement Test, Level 2, Form A (Tiegs & Clark, 1970).

The experimental group was given approximately 16 minutes of visual training 3 days a week for 12 weeks in addition to their regular reading instruction. During the 16-minute training period, the control group listened to stories on cassette tapes and illustrated the stories.

At the conclusion of the 12-week visual training program, several posttests were given. The Visual Tracing--Programmed Visual Training (Form B), by Groffman (1966), Visual Three from Monroe's Reading Readiness Test as reported by Ilg and Ames (1965), Isenburg's Directional U Saccadics Test (1975), and the +2-2 lens flipper were administered in order to measure visual tracing, visual memory, saccadics, and accommodation visual skill development.

Reading achievement was measured by the Reading Test of the California Achievement Test (Tiegs & Clark, 1970), Level 2, Form A. The Individual Criterion Reference Test (Strotman & Steen, 1973) was administered at the conclusion of the training program in order to assess specific reading skills.

Within the scope of this study several conclusions were reached. No significant difference was found between reading achievement and each of the visual skills of accommodation, visual memory, and visual tracing. The visual skill of fixation was found to have a significant relationship with reading achievement. The effect of visual training on reading achievement was not significantly influenced by sex, IQ, or the initial level of reading achievement.

THE INTERACTION OF LOCUS OF CONTROL AND "PERCEIVED MOBILITY" ON THE READING IMPROVEMENT OF ABILITY GROUPED STUDENTS

Order No. 8021141

WEPNER, SHELLEY BETH, ED.D. *University of Pennsylvania*, 1980. 284pp. Supervisor: J. Wesley Schneyer

The major purpose of this study was to investigate whether an underlying mechanism related to homogeneous ability-grouping, "Perceived Mobility", could be identified and manipulated to effect reading improvement. A secondary purpose was to examine whether locus of control, a personality variable, might affect reading improvement in the "Perceived Mobility" situations.

"Perceived Mobility", as addressed in this study, was the formal knowledge, via announcements and conferences, of the opportunity to change one's ability-grouping situation midyear. It was established as an experimental condition so as to compare the reading improvement differences between those that had "Perceived Mobility" and those that did not have "Perceived Mobility".

The subjects were 355 seventh grade students who were ability grouped into either an enrichment, high average, average or low average language arts class and were then randomly assigned to either experimental or control conditions. All subjects received two reading tests (one criterion-referenced and one norm-referenced) as well as a locus of control scale. The locus of control scale was used to measure whether students felt responsible for their outcomes in an academic situation (i.e. internal locus of control) or that fate, chance or powerful others were responsible for their outcomes (i.e. external locus of control).

The design for data analysis, a General Linear Model, determined how the main and interactive effects of four categorical experimental variables (sex, teacher, ability-grouping and "Perceived Mobility"), the one continuous experimental variable (locus of control) and the two control variables (intelligence and initial reading achievement) affected the dependent variable, reading improvement. To supplement this quantitative data, case studies were used to determine how students, teachers and parents reacted to ability group moves.

Major statistical findings revealed that: (1) Students who had "Perceived Mobility" did not show significantly more reading improvement than those students who did not have "Perceived Mobility". Further analysis of the means, however, did suggest that mobility might have effected reading score differences. (2) Students with an internal locus of control, as compared to students with an external locus of control, did not show significant differences in reading improvement when in either the "Perceived Mobility" or no "Perceived Mobility" situation. Major case study findings revealed that, for the thirty-six students who moved to different ability groups, positive student, teacher and parent reactions were given not only towards the opportunity to move but also to its foreknowledge.

Major conclusions drawn were: (1) to reconsider mobility's significance, since the statistical data suggested mobility's noteworthy (although statistically nonsignificant) effects in the desired direction and the case study data revealed beneficial effects; and (2) to reexamine locus of control's effects since it appeared to be correlated, albeit inconsistently, with some reading test scores.

Recommendations included: (1) replication of this study with provisions for more statistical power to test the "Perceived Mobility" hypothesis; (2) more investigation of "Perceived Mobility" and locus of control's effects upon such affective factors as self-concept and achievement motivation; (3) inservice opportunities for teachers to learn more about ways to apply locus of control and ability-grouping theory to their classrooms; (4) greater communication with parents about the school's organizational arrangements; and (5) increased awareness of the underlying processes of ability-grouping so as to help organize the most salubrious educational setting for students.

INVESTIGATION OF READING ACHIEVEMENT AND SOCIAL COMPETENCY IN SELECTED MIDDLE SCHOOL POPULATIONS Order No. 8023905

WILLIAMS, JUDY KATHLEEN, ED.D. *University of Northern Colorado*, 1980. 105pp.

The Problem. The purpose of this study was to investigate reading achievement and social competency in selected middle school populations. These questions were formulated for consideration: (1) Is there a significant difference between levels of social competency of readers below grade level and readers at or above grade level? (2) Are there significant differences between the levels of social competency of fifth, sixth, seventh, and eighth grade students? (3) Are there significant differences between the levels of social competency of males and females? (4) Is there a relationship between social competency and reading achievement?

Procedure. The sample for this study included 169 students in grades five through eight. The *Metropolitan Achievement Test* (MAT) was used to assess reading achievement. The MAT total reading composite grade equivalent scores were used to place each student in the appropriate group, (1) readers below grade level and (2) readers at or above grade level. The standard error of measurement was used to designate pupil's assignments per experimental group. The sample was then randomly selected from the total school population of 275 students in the Highland Middle School in Pierce, Colorado. Approximately one-third of the total school population received federally subsidized free or reduced price lunches. The total school population was approximately one-fourth Spanish surnamed. The MAT total reading composite percentile rank score was converted to a Z score for appropriate statistical analysis.

The Jesness Inventory was given to the subjects by grade level to assess the construct of social competency. The Asocial Index score was used to compare the students.

Differences between social competency scores of males and females, readers below grade level and readers at or above grade level in the fifth, sixth, seventh, and eighth grades, and readers below grade level and readers at or above grade level were compared utilizing an analysis of variance statistical design. A correlation coefficient was computed between reading achievement scores and social competency scores. The hypotheses were tested at the .05 level of significance.

Conclusions. Previous literature and research on *The Jesness Inventory* and its capability in assessing the construct of social competency, as defined in this study, with non-delinquent populations has been meager if not non-existent. However, no other valid or reliable instruments or procedures have been formulated to assess the construct of social competency, as defined in this study. The conclusions and recommendations should be viewed in this light.

Middle school readers below grade level and middle school readers at or above grade level have no differences in social competency levels. Readers below grade level and readers at or above grade level in the fifth, sixth, seventh, and eighth grade have no differences in social competency levels. Male and female readers have no differences in social competency levels. Male readers below grade level and male readers at or above grade level have no differences in social competency levels. Female readers below grade level and female readers at or above grade level have no differences in social competency levels. The construct of social competency, as defined in this study and assessed with *The Jesness Inventory*, and reading achievement are not related in middle school populations.

Recommendations. It is recommended that further study and research be conducted on the construct of social competency, as defined in this study. The interscales of *The Jesness Inventory* should be analyzed for sensitivity in measuring the construct of social competency. Development of varied tests, procedures, and definitions of social competency seems to be paramount. More studies need to be conducted on social competency at various age and grade levels and different populations. Longitudinal studies on the social and emotional conditions associated with reading disability need to be shared with involved professionals in the area of mental health teaching.

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